DOCUMENT RESUME

ED 250 415 UD 023 870

AUTHOR Barnes, Robert W.; And Others
TITLE An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE Sep 84
NOTE 42p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescents; *Career Guidance; *Counseling Services; *Delinquency Prevention; Disadvantaged Youth; *Drug Education; High School Students; Program Effectiveness; Program Evaluation; School Community Programs; Secondary Education; *Sex Education; Urban Education
IDENTIFIERS *District of Columbia Public Schools; *Youth Awareness Program DC

ABSTRACT

This paper evaluates the Youth Awareness Program (YAP), a joint effort of District of Columbia Public Schools and the Metropolitan Police Department, which focuses on helping high school students make appropriate decisions about sex, drugs, crime, and careers and motivating students toward positive behaviors. The separate contributions of the school district and police department are outlined, and then the program, as conducted in two junior and two senior high schools and involving over 800 students, is described. Utilizing a number of strategies (including interviews, discussions, multi-media, field trips, and a variety of counseling techniques), YAP teachers and community resource representatives conducted classes twice a week throughout one semester. Program goals are detailed, and a collection of instruments is presented for: (1) evaluating the general effectiveness of the program; (2) measuring changes in the knowledge, attitude, and behavior of YAP students; and (3) gathering students' and instructors' opinions about the program. Results include student performance scores on pretests and posttests and a summary of (largely favorable) responses from YAP students, implementers, facilitators, consultants, and visiting instructors. A discussion of these findings asserts that YAP students made positive gains in both knowledge and attitudes, although some negative evaluation comments were heard. The program is found to be successful and cost-effective as presently organized. Recommendations include revision of the student behavior profile, use of machine-scored answer sheets for general student data, and formal feed-back for parents and regular classroom teachers. Appendices include the Planning, Monitoring and Implementation (PMI) Schema and Report; a list of participating schools; and a list of participating agencies and services. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UD

OCT 30 1984

ED250415

An Evaluation of the Youth Awarcness Program (YAP)

School Year 1983-84

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Cooper
D.C. Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

September 1984

UD 023870

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

An Evaluation of the Youth Awareness Program (YAP)

School Year 1983-84

Prepared by
Division of Quality Assurance
September 1984

COMMITTED PARTNERS

D.C. METROPOLITAN POLICE DEPARTMENT

Maurice T. Turner, Jr.
Chief of Police

James E. Shugart
Director Community Relations Division

Larry J. Moss
Community Relations, Division
YAP Coordinator

D.C. PUBLIC SCHOOLS

Floretta D. McKenzie
Superintendent of Schools
Chief State School Officer

Andrew E. Jenkins
Deputy Superintendent of Schools

Shelton E. Lee, Director
Division of Safety and Security
YAP Coordinator

TASK FORCE

Mattie W. Carey
Director, Associates for
Renewal in Education, Inc.

Edgar B. Dews, Jr.
Director of Security
Division of Safety and Security

Frances M. Graham
Branch Chief
Summer Youth Employment Program
Department of Employment Services

Dr. Mamie H. Lindo
Assistant
Division of Career Development Programs

Clara M. Rodgers
Director of Student Affairs
Division of Student Services

Dorothy L. Kennedy
Career Placement Specialist
Division of Career Development Programs

Gladys Stevens, President
Advisory Council
District of Columbia Public Schools

Herman Cobb, Jr.
Director of the Evaluation System
Division of Quality Assurance

Vinna L. Freeman
Director, Health, Physical
Education/Safety
Office of Instruction

Lt. Daniel J. Kerr
Assistant Director
Community Relations
Metropolitan Police Department

Frances J. Powell
Supervising Director, Social
Studies
Instructional Services Center

Robert Richard Summer
Community Corrections Chaplain
Volunteer Program Assistant

Luddie M. King
Secretary
Division of Safety and Security

Mark A. Dixon
Security Assistant
Division of Safety and Security

SPONSORS

Brenda Strong Nixon
Executive Director,
Associates for Renewal
in Education, Inc.

Dr. Alyce Gullattee
Administrator, Alcohol and
Drug Abuse
Services Administration (1982-1983)

Dr. Calvin Rolark
President
United Black Fund

Abe Pollin
Chairman of the Board
Capital Center

PREFACE

Within the life process of human growth and development adolescence is a unique period of transition, crisis and stress. Young people must compete in a highly technological and increasingly impersonal society. The ability to meet the challenge and assume the responsibility for the total education of youth by community, social, civic, business and governmental entities is critical.

The Youth Awareness Program was intended as a response to current needs of young people in our urban setting by implementing strategies which address life-choice issues of adolescence.

This report addresses the highlights of YAP in two junior and two senior high schools during the school year 1983-84.

ACKNOWLEDGEMENT

Special thanks are extended to the program coordinators, staff members from the Division of Safety and Security and to Mr. Robert W. Barnes, a graduate student at Howard University for the exceptional expenditure of time and energy in the successful completion of this report.

An addtional note of appreciation is also expressed to Dr. Sylvia Johnson of Howard University for assistance received via her internship program.

TABLE OF CONTENTS

		Page
LIST OF TABLES		vii
SUMMARY		viii
CHAPTER		
I.	INTRODUCTION	1
A.	Background	1
B.	Program Description	3
II.	EVALUATION METHODOLOGY	4
A.	The Planning, Monitoring and Implementation (PMI) Model	4
B.	Data Instruments	4
C.	Analysis	5
III.	RESULTS	6
A.	YAP Tests	6
B.	YAP Student Evaluations	8
C.	Responses of YAP Implementers and Facilitators	10
D.	Responses from Consultants and Visiting Instructors	11
E.	Discussion	12
IV.	CONCLUSIONS AND RECOMMENDATIONS	14
APPENDICES		
A.	The Planning, Monitoring and Implementation (PMI) Schema and Report	17
B.	Participating Schools	30
C.	Participating Agencies and Services	32

LIST OF TABLES

Table		Page
1.	First Semester Pretest and Posttest Results by Student Groups	6
2.	Second Semester Pretest and Posttest Results by Student Groups	7

SUMMARY

The Youth Awareness Program (YAP)

Implementation: School Year 1983-84

Students: Approximately 850 junior and senior high school students in four secondary schools (one school per region)

Subject areas: Alcohol, drugs and smoking; sexuality (sexual abuse/assault); juvenile justice; and career choices

Major outcomes:

1. The joint effort by the D.C. Public Schools and the D.C. Metropolitan Police Department in co-sponsoring YAP was very successful.
2. Students acquired knowledge about and made significant and positive gains in attitude toward the subjects specified.

I. INTRODUCTION

Sometime ago Mr. Sidney Portier starred in a movie "To Sir With Love". As a teacher of high school youth, he found out that traditional teaching techniques were not always the best. He concluded that without an innovative intervention aimed at bridging the gap between adolescence and adulthood, many of his students would not succeed nor would he.

The Youth Awareness Program is a life-choice model seeking to motivate adolescents toward positive behaviors. The focus of the program is to help youth make appropriate decisions about life when confronted with negative peer pressures and socio-economic circumstances. This program will complement existing effective educational efforts of the District of Columbia Public Schools as a preventive education model.

A. Background

Youth Awareness was originated in School Year 1980-81 in response to a request for assistance from the Mount Pleasant Preparatory Program at Lincoln Junior High School through the Metropolitan Police Department's Fourteenth Street Interagency Community Services Center. A field trip to the Fourteenth Street Interagency Community Services Center culminated in a long range collaborative effort to give assistance to students with chronic behavior problems.

The enthusiastic interaction between the Mount Pleasant Preparatory Program and the various governmental and community resources attracted the attention of the administration and staff at Lincoln Junior High School. Subsequent communications through administrative channels resulted in approval from the Metropolitan Police Department for continuation of the crime prevention project, and expressed commitment by the District of Columbia Public Schools to the inception of an experimental Youth Awareness Program.

The District of Columbia Public Schools and the District of Columbia Metropolitan Police Department, in a major joint effort of two major public service branches of the city government, co-sponsored a Youth Awareness Program beginning September 1983.

The District of Columbia Public Schools as a united and committed partner in supporting and implementing Youth Awareness agreed to:

- o provide policy development and program implementation through the Deputy Superintendent and the Youth Awareness Task Force;
- o provide support personnel in Youth Awareness Program participating schools to facilitate successful implementation;
- o provide appropriate school facilities for Youth Awareness Program implementation;
- o provide to the extent possible materiel resources, collaborative funding efforts and in-kind services that support successful implementation of the Youth Awareness Program;
- o provide a Youth Awareness Program Coordinator to ensure successful program implementation;
- o provide program management facilities for the Youth Awareness Coordinators to institute daily operations; and
- o engage in Youth Awareness Program expansion when feasible according to the operations of the public schools and police department.

The Metropolitan Police Department as a united and committed partner in supporting and implementing Youth Awareness agreed to:

- o provide policy development and program implementation through the Director of Community Relations Division and the Youth Awareness Task Force;
- o select and train police officers for implementing the Youth Awareness Program;
- o provide to the extent possible materiel resources, collaborative funding efforts and in-kind services that support successful implementation of the Youth Awareness Program;
- o engage in Youth Awareness Program expansion when feasible according to the operations of the public schools and police department;

- o complete all Youth Awareness Program cycles once initiated in a school;
- o provide a Youth Awareness Program Coordinator to ensure successful program implementation; and
- o participate in educational, enlightening and relevant programs.

B. Program Description

The Youth Awareness Program (YAP) focuses on preventing students from making negative and injurious decisions when confronted with detrimental peer pressures or difficult socio-economic circumstances related to alcohol, drugs and smoking; sexuality and sexual assault; juvenile justice; and career choices. Utilizing a variety of program strategies including interviews, discussions, simulations, site visits, multi-media, peer-to-peer, brainstorming, role modeling, individual discovery, situational analysis and small group encounters, YAP teachers and community resource representatives work with students to explore their attitudes about alcohol, drugs and smoking; sexuality and sexual assault; juvenile justice; and careers. Through this multi-dimensional approach it is hoped that students acquire knowledge necessary for changing negative attitudes and behaviors. It is also hoped that they acquire desires and convictions necessary to make positive and non-injurious decisions in the arena in which they must compete.

The YAP class periods are forty-five minutes long and classes are scheduled to meet twice a week for one full semester. The plan calls for four classes of students at each of four school sites during school year 1983-84.

Heading up the YAP instructional team at each school site were to be a facilitator (a teacher designated by the school principal) and an implementer (a police officer trained and assigned by the police department). Experts in the subject areas listed above and from various social, civic and governmental services were to be used as resource persons and instructors. See Appendix C.

II. EVALUATION METHODOLOGY

A. The Planning, Monitoring and Implementation (PMI) Model

The District of Columbia Public School's PMI evaluation model for decision making was used to develop the design for evaluating the Youth Awareness Program.

The PMI model provided for both formative and summative evaluation of the program. Monitoring data were to be provided by the YAP coordinators, facilitators and implementers. See Appendix A.

The evaluation of YAP was specifically designed to measure the extent to which the following goal and objectives were met:

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 1: To utilize available resources of the school system and the police department to establish an awareness program in school year 1983-84 for an identified group of adolescents as evidenced by records and documents of resources provided.

Objective 2: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, juvenile crime and careers and to insure the acquisition of knowledge from this information as evidenced by gains in pre-post test results.

Objective 3: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, juvenile crime and careers and to insure the development of positive attitudes as evidenced by changes in pre-post test results.

Objective 4: To reduce the number of cases of disruptive practices and behaviors of a group of identified adolescents as evidenced by positive changes in the Student Behavior Profile record.

B. Data Instruments

In addition to the PMI reporting form, several instruments were developed to collect data on students in the Youth Awareness Program and to measure the effectiveness of the program.

- Participating School Profile: The principal of each school participating in YAP was asked to complete a school profile.

- Participant Form: A YAP participant form was to be completed for each student admitted into the program.

- Pre-Post Tests: A YAP test for knowledge and attitude was developed and was to be administered to students both before and after the program.

- Behavior Profile: A YAP Behavior Profile indicating the extent to which each student demonstrated certain behaviors before and after the program was to be completed for each class.

- Attendance Form: An attendance/progress form was to be maintained for each class.

- Session Evaluation Form: The implementer or facilitator was to completed a YAP Session Evaluation form after each of the subject areas were completed.

- Instructor's Form: The subject area expert, from the various social, civic and government service agencies was to complete a YAP Instructor's Form at the end of his/her presentation.

- Student Evaluation Form: At the end of the semester each student was to complete an evaluation form.

C. Analysis

The main analyses were based on the pretest/posttest experimental procedure. Students' attitudes toward and knowledges of alcohol, drugs and smoking; sexuality and sexual abuse; juvenile crime; and careers were tested prior to the program and again at its conclusion. The t-test for related groups was used to test the significance of the differences between the pre-post test means in knowledge and attitude. The .05 level of confidence was used. The analysis of variance (ANOVA) was also employed for such variables as age, sex and grade level of the students.

Control groups were to be selected in each school during the second semester to eliminate the other conditions or factors that could also influence program outcomes. Students in the control group would not receive any YAP treatment, but would be administered the YAP pre-post tests.

Data from the various YAP forms were compiled and presented in narrative format. Percentages were computed where appropriate. Discrepancies between what was intended and observed outcomes were noted and explained.

III. RESULTS

Participant forms and pretests received indicated that a total of 846 students participated in YAP during the 1983-84 school year; 462 the first semester and 384 the second semester.

A. YAP Tests

Students included in these analyses were those whose age and sex were known and for whom both pretest and posttest were received. Included were 290 students, or 62.8% of those enrolled the first semester and 243, or 63.2% of those enrolled the second semester.

TABLE 1

FIRST SEMESTER PRETEST AND POSTEST RESULTS BY STUDENT GROUPS

Analysis Group	Number	Test Area	Pretest Mean	Posttest Mean	T-Value
All Students	290	Attitude	61.6	66.7	7.26*
		Knowledge	26.9	33.1	17.14*
Junior High	128	Attitude	51.8	60.4	6.64*
		Knowledge	20.5	25.6	7.50*
Senior High	162	Attitude	69.1	71.0	2.67*
		Knowledge	32.6	39.1	6.49*
Junior High Males	84	Attitude	51.0	59.8	5.13*
		Knowledge	19.8	24.8	7.36*
Senior High Males	100	Attitude	68.1	70.0	2.44*
		Knowledge	32.2	38.1	9.64*
Junior High Females	44	Attitude	56.5	65.7	4.99*
		Knowledge	21.8	28.9	8.18*
Senior High Females	62	Attitude	69.0	71.6	2.05*
		Knowledge	31.6	39.2	9.78*

* $p < .05$

The highest possible score on the attitude test was 90. The highest possible score on the knowledge test was 57. YAP students' scores on both tests were far short of the highest possible scores.

The gains made in attitude and knowledge by all students, by sex and by school level were significant at the .05 level of confidence for the first semester.

TABLE 2

SECOND SEMESTER PRETEST AND POSTTEST RESULTS BY STUDENT GROUPS

Analysis Group	Number	Test Area	Pretest Mean	Posttest Mean	T-vaule
All Students	243	Attitude	59.7	64.1	5.44*
		Knowledge	26.3	33.4	15.77*
Junior High Males	53	Attitude	50.1	56.7	3.32*
		Knowledge	20.6	26.8	5.46*
Senior High Males	55	Attitude	67.8	69.4	1.52
		Knowledge	31.2	38.5	12.07*
Junior High Females	69	Attitude	53.4	59.1	2.81*
		Knowledge	22.0	29.3	6.98*
Senior High Females	66	Attitude	67.2	70.8	3.74*
		Knowledge	31.3	38.8	10.50*

* $p < .05$

Test results for the second semester were similar to the first semester. The only difference was that gains in attitude for senior high males were not statistically significant.

Analyses of the first and second semesters' test results by age groups revealed that:

- YAP students ranged in age from twelve to nineteen;
- Significant gains in knowledge were registered by all age groups;
- significant gains in attitude were registered by the younger students (12-14 yrs);
- Gains in knowledge scores were greater for girls;

- o Gains in attitude scores were greater for the younger boys and girls; and
- o The older students scored higher on the pretests and posttests.

Pretest and posttest data were received from only one of the control groups. No gains were shown in attitude or knowledge for the control class. In fact, the mean posttest scores were lower than the pretest scores.

	Pretest	Pottest
Attitude	65.7	65.2
Knowledge	29.5	28.6

Even though one control class was not deemed sufficient, there is no reason to believe that the results of more control classes would have been significantly different.

B. YAP Student Evaluations

End of the semester student evaluations were received from the majority of the students enrolled in YAP.

- o Over 80% of the students liked the short talks/lectures used in the program.
- o Over 80% of the students liked the role playing where students became parents, teachers, counselors, police, etc.
- o Over 70% liked the question and answer sessions in which the instructors asked questions and the students gave answers.
- o Over 80% of the students responded that the youth awareness books, pamphlets and other handouts were both understandable and interesting.
- o Over 80% felt that the YAP materials were useful.
- o Over 70% felt that the YAP materials made the sessions better.
- o Three-fourths of the students rated their instructor's attendance as "good to excellent".
- o Many of the students indicated that their YAP class did not go on a field trip.
- o Almost 90% rated the field trips provided for them "good to excellent".

One of the questions on the evaluation form asked the students if "too much" time was spent on any subject. The majority answered "No". For those who answered "Yes", alcohol and drugs were cited most often as the subjects for which "too much" time was spent.

Students were also asked if "too little" time was spent on any subject. A small percent of students answered "Yes". The subjects cited most often as having "too little" time spent were career choices and crime (juvenile justice).

Following are student responses to four questions asked of them:

1. What was the best thing you liked about YAP?
   - o Sexuality - especially information on birth control;
   - o The session on drugs - very informative, especially the film;
   - o The "open atmosphere" where you could speak your mind and not be made fun of;
   - o The role playing;
   - o Speakers who were willing to share their personal experiences; and
   - o They held nothing back.
2. What was the least satisfactory part of YAP?
   - o The majority stated that there was no "least" satisfactory part;
   - o The session on careers (considered somewhat boring);
   - o YAP replacing physical education twice per week;
   - o That all students were not involved in YAP;
   - o Not being able to tour the buildings at Lorton or see the maximum security section;
   - o Some of the lectures were boring and repetitious and at times lecturers were either late or absent; and
   - o Much of the sexual awareness information was already known.
3. What changes if any, should be made in YAP?
   - o The most frequent response was that no changes were needed;
   - o Make YAP a one-year course;

- o YAP should be made mandatory; and
- o Have more field trips;

4. How did YAP help you?
   - o YAP provided new information and increased my knowledge;
   - o It showed me the dangers of certain drugs because an actual drug addict came in and told us about his habit; and
   - o It answered many questions that I was too shy to ask.

One student took great care to state that, "I think I'm lucky to have had this program because I didn't know the ways of the street". "People talk you into things and after it has happened, you find out you did the wrong thing". "I've learned how to handle situations out in the street".

Another student's comment follows in its unedited form. "You discussed high potency drugs like PCP but spent too little time on the more common street drugs such as marajuana, hash, acid, and I think the talks should have focused at least slightly on a problem of less frequent drug abusers - non - prescription drugs. Namely, diet pills which contain phenopropanolamine (PPA). A drug related to amphedamines, I experimented heavily with diet pills at one point in my life which resulted in a period of heavy depression requiring psychiatric care. PCP may be a hazard to some, but I believe its use is less common in this school than pot. I also know many people who use drugs that are non prescription such as "No Doz", sleeping pills, Dexatrim, etc. I think people should be warned about these drugs. Although less potentially harmful, they too can be damaging. Included with the diet pills is dieting, a subject about which I heard nothing said and a subject which affects many teenagers. Nutrition should be discussed and caffeine and sodium should be included on this topic".

C. Responses of YAP Implementers and Facilitators

Session Evaluation Forms were completed by the implementers and

facilitators. Responses indicated that:

- Over 90% believed that the students' reactions to YAP were "good" to "excellent";
- They felt that the instructional objectives were accomplished in each subject area;
- The program guide was used "to a great degree"; and
- The visiting instructors' presentations were rated as "good" to "excellent".

On the question of whether the coordinators provided requested support, most responses were positive. However, there were instances where the support was not considered adequate.

Additional comments and suggestions made by the implementers and facilitators were as follows:

- More time is needed to do the job properly;
- Resource people who shared personal experiences were received better than those who lectured in the traditional manner;
- The film "VD: Old Bugs, New Problems" was received very well;
- YAP needs to include something on self defense for the girls. Suggestions included a film or a demonstration by someone from the police training academy or some local judo or karate club; and
- Instruction might be improved through the use of the chalk board, flip charts, "quick quizzes" after sessions and more effective use of role-playing.

D. Responses from Consultants and Visiting Instructors

The experts invited in to instruct the various YAP sessions completed an evaluation form after each session.

- The instructors rated the adequacy of the teaching/learning environment from "good" to "excellent";
- They responded "Yes" to denote that either the YAP officer or facilitator was present during the session;

- o They indicated that they were provided materials and equipment to enable them to accomplish the instructional objectives;
- o They rated the leadership and assistance provided by the YAP officer or school facilitator "good" to "excellent"; and
- o They answered "Yes" to whether they wished to continue to participate in YAP.

Additional comments and suggestions by the instructors for improving similar sessions were:

- o Seminars should be presented to all grade levels at least four (4) times per year;
- o Have a recovering drug abuser as a speaker;
- o Introduce YAP to the entire student body;
- o Give YAP "More time";
- o Provide an up to date film on juvenile facilities; and
- o Involve judges and attorneys in the program.

D. Discussion

Significant gains were made by YAP students in their knowledge about alcohol, drugs and smoking, sexuality, juvenile justice and career choices and the negative or injurious effects they have on individuals and the community. Positive gains were also registered when the results of the attitude tests were analyzed. The gains in attitude were statistically significant in all cases for the younger students (12-14 years). This may mean that as the students get older, certain attitudes have become more entrenched and are not as easily changed. Another factor that probably affected students' scores was that many of the test answer sheets were incomplete indicating that some students were not given or did not take enough time to complete the tests. There were also many students who were administered either the pretest or posttest, but not both. Even though pretests

were received from four control groups, only one group completed the posttest. The results indicated no gains by the students in the control group in either knowledge or attitude.

The students were very positive in their comments about YAP. The instructional techniques, especially the vivid personal experiences shared by guest speakers and the role-playing, were very effective. The students noted, however, that there were times wherein information in certain areas became redundant or boring. Some students expressed displeasure over the fact that their YAP session interferred with their regular physical education class. Another negative was that some of the students did not get to go on scheduled field trips.

The facilitators, implementers and consultants were favorable in their comments about YAP. Lack of "time" was listed as a constraint along with a lack of desired materials especially during the second semester.

Another weakness in the program centered around the facilitators and implementers who were selected. Some took a real interest in YAP and it was reflected in the way the required data was recorded and submitted. The differences in their performances were noted during the monitoring process. See Appendix A.

IV. CONCLUSIONS AND RECOMMENDATIONS

The D.C. Public Schools in cooperation with the D.C. Metropolitan Police Department implemented a viable life-choice program. The Youth Awareness Program enrolled over eight hundred students during the school year 1983-84. A coordinator appointed by each agency worked as a team in providing the leadership and logistical support that insured success.

The program was implemented in four D.C. Public Schools (two senior high schools and two junior high schools). A police officer and a facilitator (school staff person) were assigned as the YAP instructional leaders at each school.

Within the prescribed guidelines and according to the YAP instructional delivery system, students were provided with objective information about alcohol, drugs and smoking; sexuality and sexual assault; juvenile justice; and career choices. Significant and positive gains were made by the students in knowledge and attitude as measured by pre-post tests.

Though no formal measure was used, feedback from school personnel and parents indicated that positive behavior patterns resulted from student participation in the YAP program.

The results further suggest that:

- YAP has a sound basis for its existence and most of the objectives were accomplished;
- YAP is cost-effective as presently organized; and
- YAP offers youth answers to questions not likely to be answered elsewhere.

There is a question of whether this one treatment will have a long lasting effect on the students. Therefore, it is recommended that some follow-up be planned to determine the extent to which the results of YAP are present after

an extended period of time. Additional recommendations are as follows:

- Revise the YAP Student Behavior Profile for the purpose of evidencing positive change in student behavior including attendance as a result of YAP participation;
- Provide for formal feedback from parents and the regular classroom teachers;
- Plan for the use of machine-scored test answer sheets, which also pick-up additional data such as students' age, sex and I.D. number, as YAP is expanded to other schools;
- Require that all students in the program be administered the pretest and the posttest and be encouraged to complete each;
- Select at least one control group at each grade level in each school; and
- Appoint capable facilitators and implementers who express an interest in working with the Youth Awareness Program.

APPENDIX A

PMI REPORTING FORM

PART I

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 1: To utilize available resources of the school system and the police department to establish an awareness program in school year 1983-84 for an identified group of adolescents as evidenced by records and documents of resources provided.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Two YAP coordinators, one from D.C. Public Schools and one from the Metropolitan Police Department	Agreement	1. Both coordinators were actively involved and shared an excellent working relationship.
2. Four D.C. Public Secondary Schools	Agreement	2. YAP was implemented in Ballou and Wilson SHS and Kramer and Lincoln JHS.
3. Four D.C.P.S. facilitators	Agreement	3. There were at least four facilitators, however, all did not function at the same level of competency.
4. Four police officers/implementers	Agreement	4. There were four police officers/implementers, however all did not function at the same level of competency.
5. Funds from government and private sources	Agreement	5. Over $20,000 in funds were donated and/or raised.
6. YAP Action plan	Agreement	6. YAP was implemented and carried out according to the established action plan.
7. Other resources, both human and materiel	Agreement	7. A long list of experts from various social, civic and government services were developed and utilized. Materiel both printed and audio-visual were available.

PMI REPORTING FORM

PART I

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 2: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the acquisition of knowledge from this information as evidenced by gains in pre-post test results.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Youth Awareness Program Guide a. Instructional objectives b. Instructional delivery system	Agreement	1. The YAP Guide was developed. a. The instructional objectives were followed. b. Resource people need to focus more sharply on the alcohol and drugs, sexuality, and career objectives.
2. Personnel from government, private industry and the community	Agreement	2. Personnel from the various sources complimented the instructional program. All did not show up when scheduled.
3. Identified D.C.P.S. students	Agreement	3. Approximately 850 D.C.P.S. students enrolled in YAP.
4. Field trips	Discrepancy	4. All of the YAP classes did not go on field trips.
5. Supplementary books, pamphlets, print aids and audiovisual aids	Agreement	5. Supplementary books, pamphlets, print aids and audiovisual aids were made available. However, the supply was limited the second semester.
6. The YAP Knowledge Test	Agreement	6. The YAP knowledge test was administered in the fall and again at the end of the first semester.

PMI REPORTING FORM

PART I

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 3: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the development of positive attitudes as evidenced by changes in pre-post test results.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Youth Awareness Program Guide a. Instructional objectives b. Instructional delivery system	Agreement	See previous page.
2. Personnel from government, private industry and the community	Agreement	
3. Identified D.C.P.S. students	Agreement	
4. Field trips	Discrepancy	
5. Supplementary books, pamphlets, print aids and audiovisual aids	Agreement	
6. The YAP Attitude Test	Agreement	

PMI REPORTING FORM

PART I

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 4: To reduce the number of cases of disruptive practices and behaviors of a group of identified adolescents as evidenced by positive changes in the Student Behavior Profile record.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Students' Behavior Profiles	Discrepancy	1. The Student Behavior Profiles were not completed. There appeared to be some misunderstanding about how behavior data were to be recorded and maintained.

PMI REPORTING FORM

PART II

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 1: To utilize available resources of the school system and the police department to establish an awareness program in school year 1983-84 for an identified group of adolescents as evidenced by records and documents of resources provided.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Coordinators monitor the program to assure that needs are met and report program status to respective officers of D.C. Public Schools and the Metropolitan Police Department.	Agreement	1. Classes were monitored on a regular basis. Coordinators met with facilitators and implementers monthly. Written monthly progress reports were prepared and disseminated.
2. Select one secondary school in each of the four regions, prior to school year 1983-84 as a site for the Youth Awareness Program.	Agreement	2. Senior high schools were selected in Regions A and B. Junior high schols were selected in Regions C and D. Selections were prior to SY 83-84.
3. Principals of each selected school appoint a YAP Facilitator to assume the responsibilities defined in the YAP Guide.	Agreement	3. Two facilitators were appointed at Kramer JHS. One was selected at each of the other schools.
4. Assign a police officer to each school as the YA Program implementer to carry out responsibilities defined in the YAP Guide.	Agreement	4. Four police officers/implementers were assigned, however only three appeared to be truly interested in the program.
5. Identify funding sources and amounts available and plan accordingly.	Agreement	5. Sponsors were identified and money donated to fund YAP activities i.e. trips, buttons, awards.
6. Implement the Youth Awareness Program according to the YAP Action Plan.	Agreement	6. The program was implemented according to the established plan.

PMI REPORTING FORM

PART II

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 2: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the acquisition of knowledge from this information as evidenced by gains in pre-post test results.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Instruction is provided according to the program guide delivery system for all instructional objectives on a regularly established schedule.	Discrepancy	1. The degree to which instruction was provided according to the delivery systems was directly related to the strength and dedication of the facilitators and implementers. Some were better than others.
2. Resource persons are selected on the basis of expertise in a subject and are assisted by the program facilitators and implementers.	Agreement	2. A list of experts from various agencies were identified. Implementers and facilitators also selected others.
3. 90-120 students from each school are selected on the basis of the criteria established in the Action Plan.	Discrepancy	3. One school had a low of 79 students the first semester and less the second semester. The high was 135 students in one school during the first semester.
4. Related field trips are scheduled for reinforcement and enrichment and relevant supplementary materials are used.	Agreement	4. Related field trips were scheduled.
5. Students are administered the YAP Knowledge Test prior to participation in the program and again upon completion of the program.	Agreement	5. Testing took place according to schedule. However, less than 100% of the students were administered the tests.

PMI REPORTING FORM

PART II

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 3: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the development of positive attitudes as evidenced by changes in pre-post test results.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Instruction is provided according to the program guide delivery system for all instructional objectives on a regularly established schedule.	Discrepancy	See previous page.
2. Resource persons are selected on the basis of expertise in a subject and are assisted by the program facilitators and implementers.	Agreement	
3. 90-120 students from each school are selected on the basis of the criteria established in the Action Plan.	Discrepancy	
4. Related field trips are scheduled for reinforcement and enrichment and relevant supplementary materials are used.	Agreement	
5. Students are administered the YAP Attitude Test prior to participation in the program and again upon completion of the program.	Agreement	

PMI REPORTING FORM

PART II

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 4: To reduce the number of cases of disruptive practices and behaviors of a group of identified adolescents as evidenced by positive changes in the Student Behavior Profile record.

PROCESSES

INTENDED	MONITORING	OBSERVED
Record for each participating student his or her potential for exhibiting certain negative behaviors as described on the Student Behavior Profile: a. For the two school months just prior to program implementation; and b. For the two school months just prior to completion of the program.	Discrepancy	This was not done the first semester. An attempt was made by several facilators to complete the profile the second semester, but the data was incomplete.

PMI REPORTING FORM

PART III

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 1: To utilize available resources of the school system and the police department to establish an awareness program in school year 1983-84 for an identified group of adolescents as evidenced by records and documents of resources provided.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Documentation and reports showing the joint effort of D.C. Public Schools and the Metropolitan Police Department in the implementation of the Youth Awareness Program	Agreement	1. Monthly status reports were prepared by the coordinator. Monthly meetings were held with facilitators (DCPS) and implementers (police officers). Implementers and facilitators completed session forms. Personnel from D.C Public Schools and the Metropolitan Police Department participated in the YAP kick-off and awards programs.
2. Documentation of program problems and successes, and participation of students, parents, community and resource personnel	Agreement	Evaluation forms were completed by students. Session forms were completed by resource persons, implementors and facilitators. Parents completed consent forms for students to enroll in YAP. Students were administered a pre-post knowledge and attitude test.

PMI REPORTING FORM

PART III

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 2: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the acquisition of knowledge from this information as evidenced by gains in pre-post test results.

OUTCOMES

INTENDED	MONITORING	OBSERVED
The acquistion of knowledge on the part of students as a result of participation in the Youth Awareness Program	Agreement	Tests covering alcohol, drugs, smoking, sexuality, crime and careers taken before and after participation in YAP revealed significant gains in knowledge in these areas. No gains were observed for students in the control group who were administered the tests, but did not receive treatment.

PMI REPORTING FORM

PART III

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 3: To provide objective information to identified adolescents about alcohol, drugs, smoking, sexuality, crime and careers and to insure the development of positive attitudes as evidenced by changes in pre-post test results.

OUTCOMES

INTENDED	MONITORING	OBSERVED
The development of positive attitudes on the part of students as a result of participation in the Youth Awareness Program	Agreement	Tests covering alcohol, drugs, smoking, sexuality, crime and careers taken before and after participation in YAP revealed significant positive gains in attitudes toward these areas. No gains were observed for students in the control group who were administered the tests, but did not receive treatment.

PMI REPORTING FORM

PART III

Goal: To establish a viable life-choice program that will help adolescents make appropriate decisions and motivate them toward positive behaviors.

Objective 4: To reduce the number of cases of disruptive practices and behaviors of a group of identified adolescents as evidenced by positive changes in the Student Behavior Profile record.

OUTCOMES

INTENDED	MONITORING	OBSERVED
A reduction in the number of disruptive practices and behaviors of students participating in the Youth Awareness Program	Agreement	Informal data suggest that YAP participants behavior improved. Formal data made available were not complete.

APPENDIX B

PARTICIPATING SCHOOLS

SCHOOL YEAR 1983-84

Region A

Ballou Senior High School
3401 4th Street, S.E.
Principal: Helena Jones

Region B

Wilson Senior High School
Nebraska Avenue and Chesapeake Street, N.W.
Principal: Michael A. Durso

Region C

Lincoln Junior High School
16th and Irving Streets, N.W.
Principal: Christine Burgess

Region D

Kramer Junior High School
17th and Q Streets, S.E.
Principal: Franklin D.R. Dixon

APPENDIX C

PARTICIPATING AGENCIES AND SERVICES

Public:

D.C. Department of Human Services
D.C. Department of Employment Services
D.C. Department of Corrections
D.C. Department of Probations

Private:

Childrens Hospital National Medical Center
D.C. Lung Association
D.C. Rape Crisis Center
Hillcrest Women's Surgical Clinic
Planned Parenthood
Psychiatric Institute
Youth Services USA, Inc. (Baltimore)